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ABSTRACT

The self-evaluations summarized in this booklet were prepared by 50 different law-related education (LRE) programs throughout the United States in the spring of 1994. The purpose of the self-evaluation process was to assess the progress of the states towards institutionalization of citizenship education and LRE. The evaluations concluded that LRE was institutionalized in 14 states, meaning that it has become a permanent fixture of the states' educational program. The majority of states regularly hold annual institutes or conferences and inservice programs in LRE. The evaluations indicated that the most common LRE student activities were mock trial competitions, the "We the People" competition, peer mediation, and law students as teachers. The largest funders for LRE were the federal government, state governments, and state bar associations with additional assistance from foundations, corporations, and colleges. State directors of LRE programs were employed full time in 26 states, at least half time in 8, and less than half time in 12. Two states had no director and two did not respond to the survey. The names and address of evaluation participants are provided. (JD)

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ED 381 473

Is Citizenship Education Here to Stay?

Self-Evaluations of State Law-Related Education Programs

1994

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Summary compiled by the

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SO 024 908

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Self-Evaluations of State Law-Related Education Programs

The self-evaluations summarized in this booklet were prepared by 50 different law-related education programs throughout the United States in the Spring of 1994. The purpose of the self-evaluation process is to assess the progress of the states towards institutionalization of citizenship and law-related education (LRE). LRE has been defined in a variety of ways over the last few decades, but the overall goal of developing effective and informed citizens is generally agreed upon. This self-evaluation process is an important part of Building An LRE Bridge, State to State, a project of the Center for Research and Development in Law-Related Education with support from the U.S. Department of Education, SA123A20045.

Results are summarized as totals of all respondents, and in some cases by population levels of the states as determined by the 1990 Census.

Population Categories:		Number of Respondents from States Falling In Each Category:
Small (S)	Less than two million	18
Medium (M)	Two to five million	17
Large (L)	Five to ten million	6
Extra-Large (XL)	More than ten million	9

ALABAMA	M	ILLINOIS**	XL	MONTANA	S	RHODE ISLAND	S
ALASKA	S	INDIANA*	L	NEBRASKA	S	SOUTH CAROLINA	M
ARIZONA	M	IOWA*	M	NEVADA*	S	SOUTH DAKOTA	S
ARKANSAS	M	KANSAS	M	NEW HAMPSHIRE	S	TENNESSEE	M
CALIFORNIA	XL	KENTUCKY**	M	NEW JERSEY**	L	TEXAS	XL
COLORADO**	M	LOUISIANA	M	NEW MEXICO	S	UTAH**	S
CONNECTICUT	M	MAINE**	S	NEW YORK**	XL	VERMONT	S
DELAWARE**	S	MARYLAND	M	NORTH CAROLINA	L	VIRGINIA*	L
DIST/COLUMBIA	S	MASSACHUSETTS	L	NORTH DAKOTA*	S	WASHINGTON	M
FLORIDA	XL	MICHIGAN	L	OHIO	XL	WEST VIRGINIA	S
GEORGIA	L	MINNESOTA	M	OKLAHOMA	M	WISCONSIN*	M
HAWAII	S	MISSISSIPPI*	M	OREGON	M	WYOMING	S
IDAHO*	S	MISSOURI*	L	PENNSYLVANIA	XL		

* not represented
** two programs represented

We appreciate the participation of so many dedicated law-related education professionals throughout the United States in this endeavor.

Julia P. Hardin, Executive Director
Center for Research and Development
in Law-Related Education

Self-Evaluations of State Law-Related Education Programs
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Is Citizenship Education Here To Stay?

For the purposes of this project, something that is "institutionalized" is defined as that which has become a permanent fixture, an ever-present feature, of the state's educational program. These self-evaluations are designed to help assess the progress of the states towards such institutionalization of law-related or citizenship education. In reviewing the data, it should be remembered that not all states are represented, and that some states are represented by two programs. Readers should also be aware that many of these programs are in various stages of growth or decline depending upon recent grant successes and the stability of their funding.

Fourteen (14) participants responded affirmatively to the question, "Do you consider LRE to be 'institutionalized' in your state?" Five were from extra-large states, one was from a large state, three were from medium-sized states, and five were from small states. These are states are listed below, with the exception of two where the participants who responded "yes" preferred not to have their programs' identity released.

LRE IS CONSIDERED "INSTITUTIONALIZED" IN THESE STATES:

DISTRICT OF COLUMBIA	MAINE	OKLAHOMA
KENTUCKY	MICHIGAN	OREGON
NEBRASKA	MONTANA	PENNSYLVANIA
NEW YORK	OHIO	TEXAS

Size Category:	*Extra-Large*	*Large*	*Medium*	*Small*	*Overall*
LRE Institutionalized	55%	17%	18%	28%	28%

Overall, *less than one-third* of the participants considered LRE to be institutionalized in their states (28%). Observers have noted that the states with the largest population category have more resources available to them, i.e., a larger pool of funds from various, stable sources of funds such as the state bar, interest-on-lawyers' trust accounts, the state department of education, corporations, etc. Lack of funding and staff are major inhibitors to institutionalization for *more than two-thirds* of the programs participating in this project.

What Is Law-Related (or Citizenship) Education?

Partially due to the interdisciplinary nature of the law-related education field, as well as to the breadth and variety of programs that use the terms "law-related" or "citizenship" education to describe their efforts, it is difficult to define law-related education (LRE). It is easier to state what it is *not* -- it is not designed to prepare students for careers in law, nor to encourage them to pursue such vocations.

The one "career" LRE helps everyone prepare for is the one career that is crucial to the future of the nation and the world -- that of *citizen*. Teachers who teach about the law and citizenship are preparing their students to be effective citizens. They help students understand the role of law in a democracy, the origins and evolution of our system of government, how and why our legal system operates as it does, the roles of politicians, lawyers, judges, and, most importantly, the role of the citizen. Studies indicate that the more a young person understands about the law, the less likely he or she is to become delinquent. The theory is that if the young person understands why the system works the way it does, he or she is less likely to be threatened by it, and the more likely he or she is to work within the system to bring about changes for the better.

The interactive and engaging techniques employed in law-related and citizenship education, such as roleplay and simulation, mock trials, moot courts, debate, and case method analysis, help students develop strong critical thinking skills, reasoning and decision-making skills, and oral and written communication skills. LRE and citizenship education is perhaps best defined in terms of its intended results: informed and caring people capable of making rational choices and able to communicate their concerns peacefully, but effectively.

ACTIVITIES

Participants were asked to assign a value to each of a series of activities that, if regularly conducted, could indicate that citizenship/law-related education is becoming institutionalized. The designations were as follows:

0	Not conducted, and there is no interest in conducting it	(No Interest)
1	Not conducted at all, but there is interest in conducting it	(Interest)
2	Conducted occasionally or on a small scale	(Occasionally)
3	Conducted regularly, *or*	(Regularly)
4	Conducted by another organization in our state	(Other Organization)

The activities are outlined below:

Systematic Teacher Training
- Annual Institute/Conference
- Preservice Programs
- Inservice Programs
- Advanced Teacher/Teacher Training Workshops/Institutes
- Other

Public Relations/Communications Vehicle
- Database of Interested and/or Trained Teachers
- Newsletter/Other Regular Communication with Teachers
- LRE Awareness Conference/Promotional Program
- Other

Educational Resources
- Clearinghouse/Resource Library of Available Teaching Materials
- Publications/Lessons/Videos/Other Resources Developed In-House
- Other

Student Activities
- Mock Trial Competition
- "We the People" Competition
- Other National/State Competition/Event
- District-Level Competition/Event
- History Day
- Citizen Bee
- Close-Up Program
- Law Students As Teachers (Street Law, etc.)
- Peer Mediation Program
- Student LRE Conference
- Other

Other Activities
- Minigrants to School Districts to Enhance LRE Instruction
- Mentoring
- "LRE Teacher of the Year" Award
- Lawyer-Teacher Partnerships
- Lawyer-Student Partnerships
- Juvenile Justice/Diversion Program
- Other

Note that no state is expected to conduct all of these activities, nor are all required for LRE to be institutionalized.

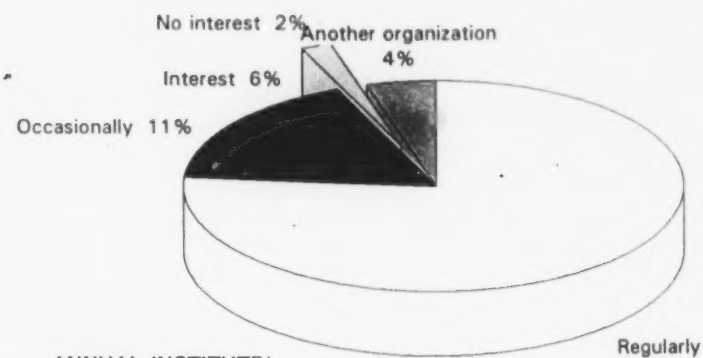
SYSTEMATIC TEACHER TRAINING

The number of participants assigning a particular value to each activity are totalled below:

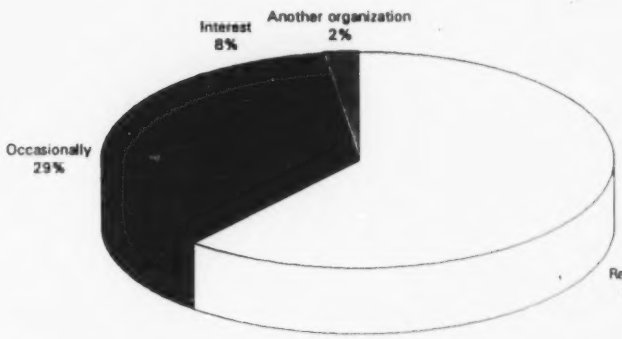
	ANNUAL INSTITUTE/ CONFERENCE	PRESERVICE PROGRAMS	INSERVICE PROGRAMS	ADVANCED TEACHER/ TEACHER TRAINING/ WORKSHOPS/INSTITUTES	OTHER
REGULARLY	36	12	30	29	4
OCCASIONALLY	5	20	14	12	3
INTEREST	3	11	4	6	
NO INTEREST	1	1			
OTHER ORGANIZATION	2	2	1	1	

Description of other activities:

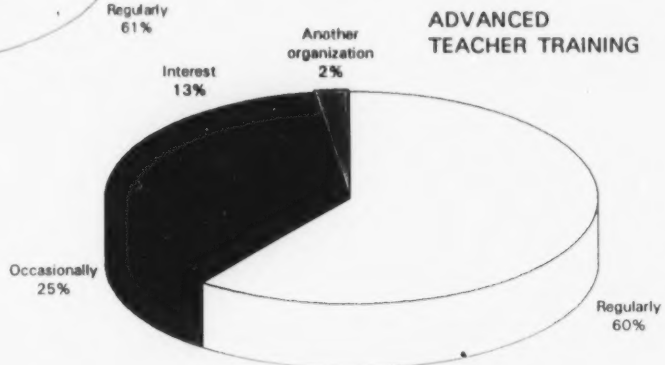
Basics of LRE Summer Institute
Credit Courses for Teachers
Mock Trial Training
Police/Law Student Training
Principals' Training
Police Dispute Resolution Training



ANNUAL INSTITUTE/ CONFERENCE



INSERVICE PROGRAMS



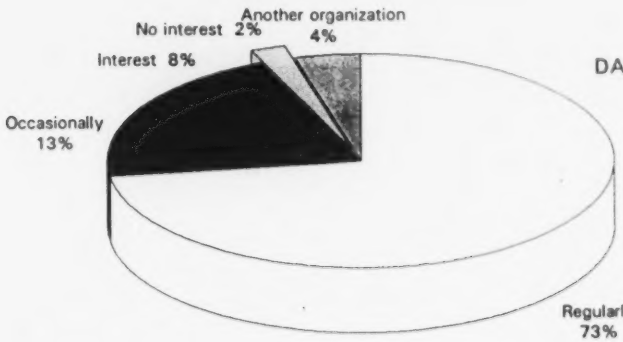
PUBLIC RELATIONS/COMMUNICATIONS VEHICLE

The number of participants assigning a particular value to each activity are totalled below:

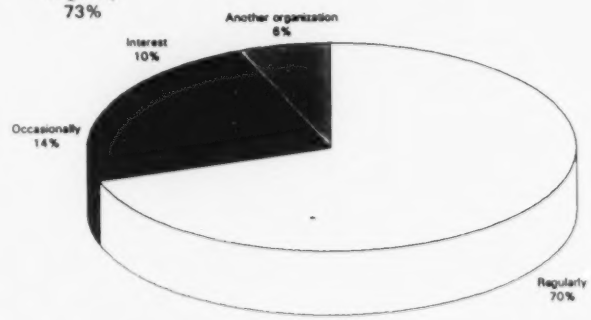
	DATABASE OF INTERESTED AND/OR TRAINED TEACHERS	NEWSLETTER/OTHER REGULAR COMMUNICATION WITH TEACHERS	LRE AWARENESS CONF/ PROMOTIONAL PROGRAM	OTHER
REGULARLY	35	35	30	3
OCCASIONALLY	6	7	12	2
INTEREST	4	5	3	
NO INTEREST	1		1	
OTHER ORGANIZATION	2	3	2	

Description of other activities:

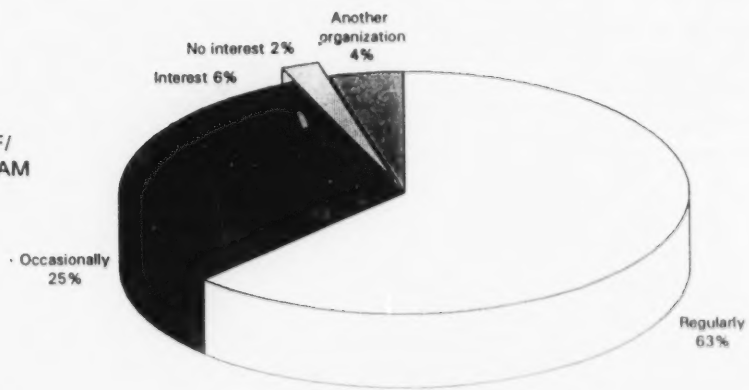
Poster Promotion for LRE Week
Issue/Bar Journal
Press Releases
Speakers' Bureau



DATABASE OF TEACHERS



NEWSLETTER/OTHER
REGULAR COMMUNICATION



LRE AWARENESS CONF/
PROMOTIONAL PROGRAM

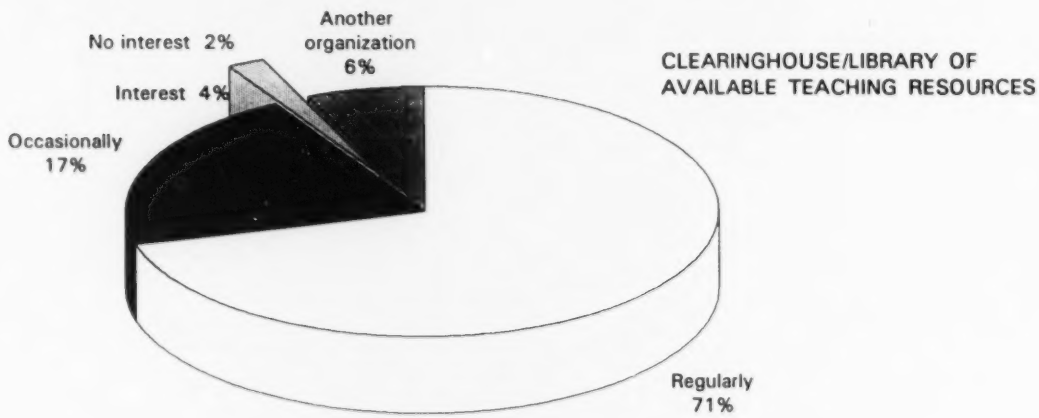
EDUCATIONAL RESOURCES

The number of participants assigning a particular value to each activity are totalled below:

	CLEARINGHOUSE/ LIBRARY OF AVAILABLE TEACHING RESOURCES	PUBLICATIONS/LESSONS/ VIDEOS/OTHER RESOURCES DEVELOPED IN-HOUSE	OTHER
REGULARLY	34	29	2
OCCASIONALLY	8	15	
INTEREST	2	31	
NO INTEREST	1		
OTHER ORGANIZATION	3	3	1

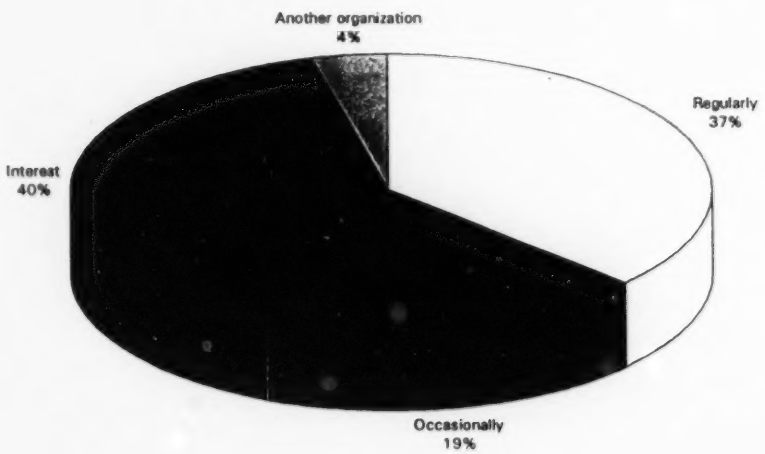
Description of other activities:

Travelling exhibits
AV/lending library
New publication on resources



CLEARINGHOUSE/LIBRARY OF AVAILABLE TEACHING RESOURCES

PUBLICATIONS/ LESSONS/ VIDEOS/OTHER RESOURCES DEVELOPED IN-HOUSE



STUDENT ACTIVITY

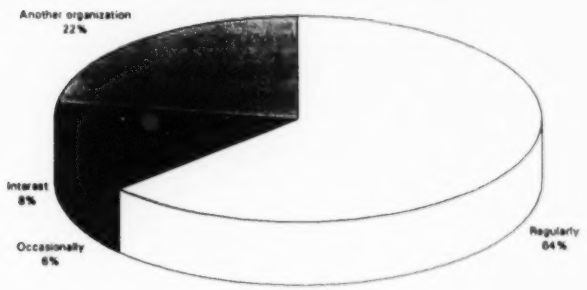
The number of participants assigning a particular value to each activity are totalled below:

	MOCK TRIAL COMPETITION	"WE THE PEOPLE" COMPETITION	OTHER NATIONAL OR STATE COMPETITION/EVENT	DISTRICT-LEVEL COMPETITION/ EVENT	HISTORY DAY	CITIZEN BEE	CLOSE-UP PROGRAM	LAW STUDENTS AS TEACHERS	PEER MEDIATION PROGRAM	STUDENT LRE CONF.	OTHER
REGULARLY	31	21	9	10	5	3	11	19	20	10	8
OCCASIONALLY	3	2	1	1	1	3	2	5	5	3	
INTEREST	4	2	5	3	4	4	3	9	11	17	
NO INTEREST		3	6	5	7	6	4	2	1	5	
OTHER ORGANIZATION	11	17			21	19	18	8	6	2	2

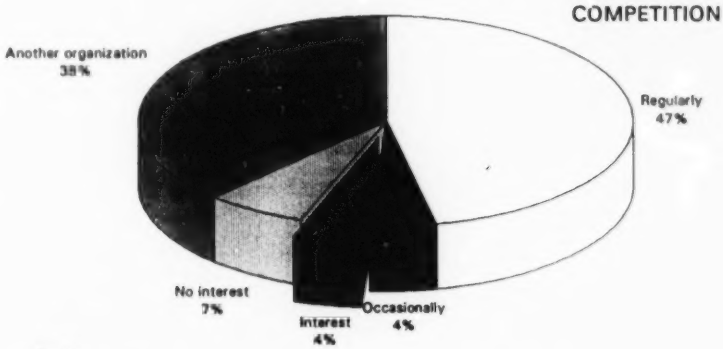
Description of other activities:

Students of the Year Awards
Law Works
Youth Court
Summer Law Camps
Model Congress, etc.
Kids Voting
Service Learning
Law Day Poster Contest
Day In Court/Courthouse Experience
Essay Contest
School Violence Conference

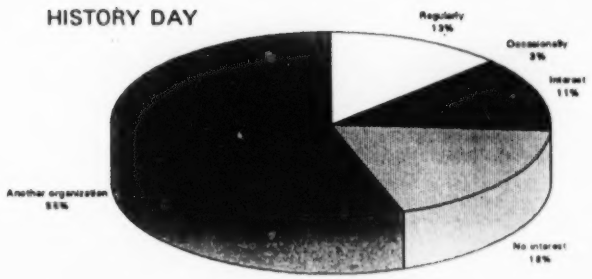
MOCK TRIAL COMPETITION



"WE THE PEOPLE" COMPETITION

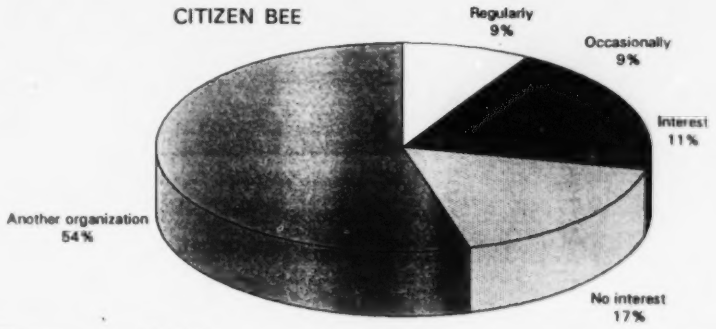


HISTORY DAY

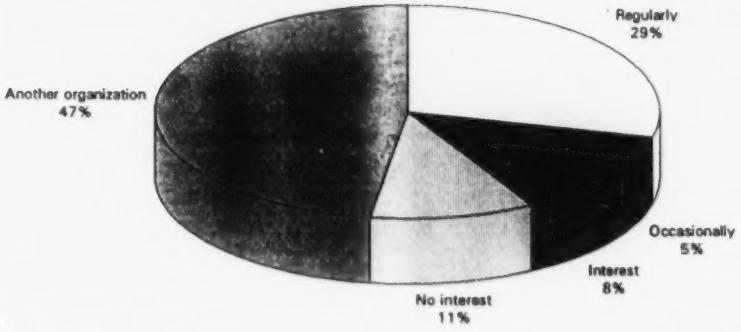


STUDENT ACTIVITY, continued

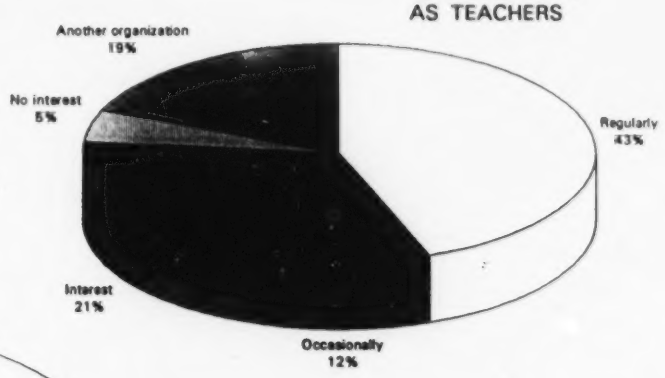
CITIZEN BEE

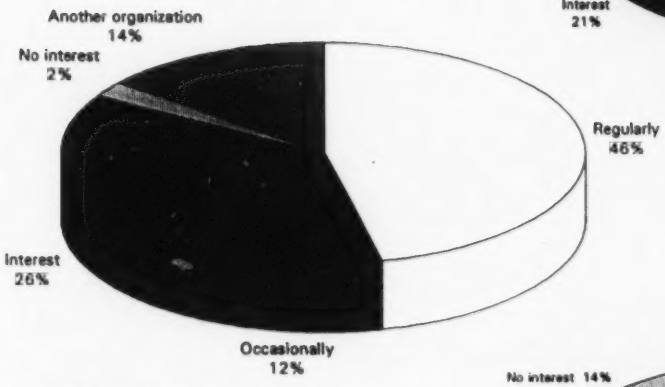


CLOSE-UP PROGRAM



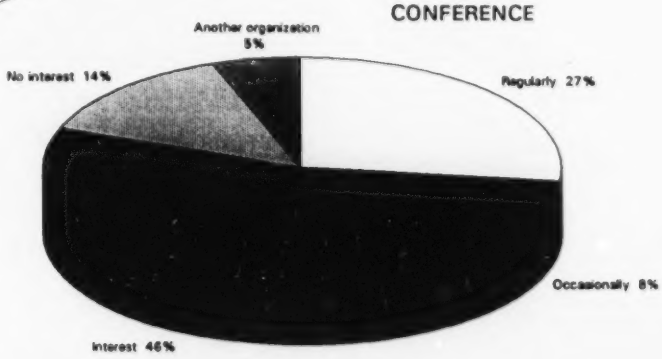
LAW STUDENTS AS TEACHERS





PEER MEDIATION PROGRAM

STUDENT LRE CONFERENCE



OTHER ACTIVITIES

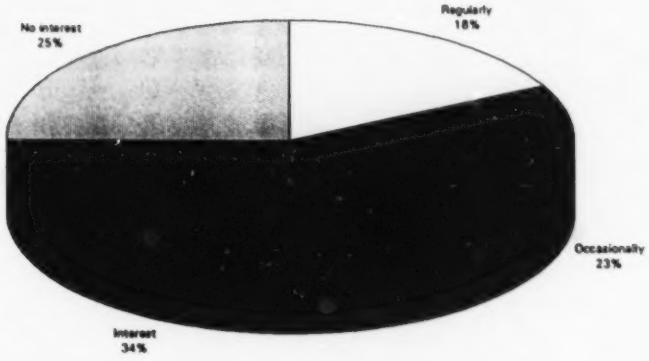
The number of participants assigning a particular value to each activity are totalled below:

	MINIGRANTS TO SCHOOL DISTRICTS	MENTORING	LRE "TEACHER OF THE YEAR" AWARD	LAWYER-TEACHER PARTNERSHIPS	LAWYER-STUDENT PARTNERSHIPS	JUVENILE JUSTICE/ DIVERSION PROGRAM	OTHER
REGULARLY	7	11	16	24	12	16	2
OCCASIONALLY	9	14	1	13	8	12	2
INTEREST	14	11	15	3	10	2	
NO INTEREST	10	2	5	1	7	2	1
OTHER ORGANIZATION		3	7	3	4	10	

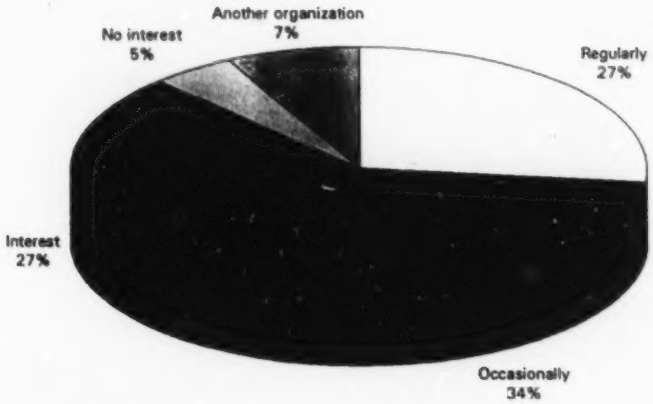
Description of other activities:

After-School Program
Teens, Crime & Community
Justice Teach-In Program
Student Court
Judges' Service Award
Law Academy at High School
Perspectives Program, Interactive TV

MINIGRANTS TO SCHOOL DISTRICTS

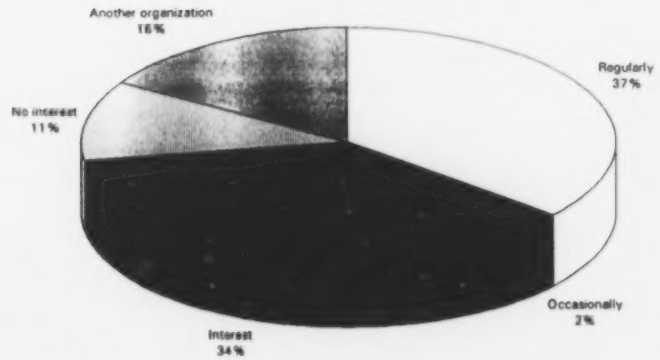


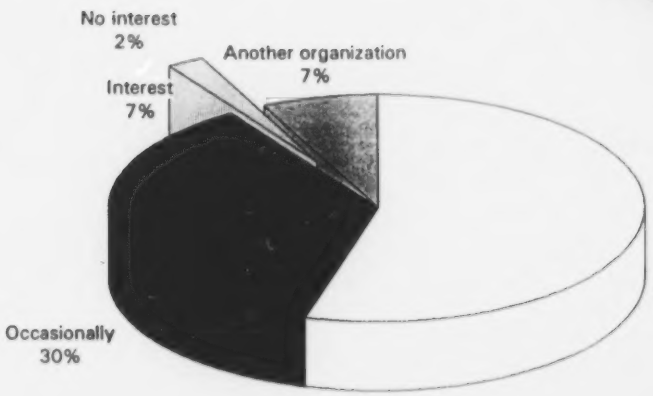
MENTORING



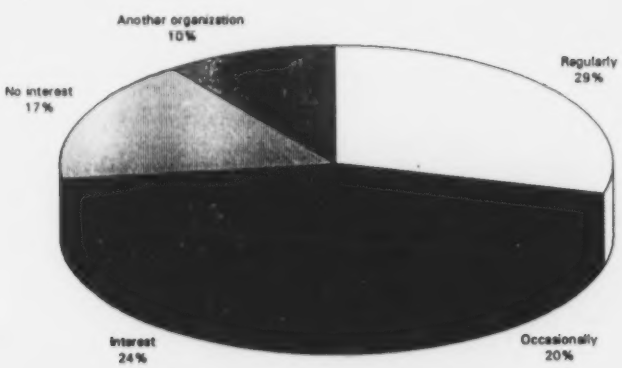
OTHER ACTIVITIES, continued

LRE "TEACHER OF THE YEAR" AWARD

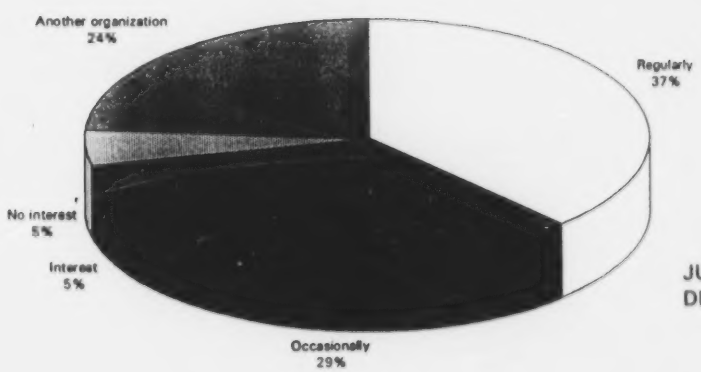




LAWYER-TEACHER PARTNERSHIPS



LAWYER-STUDENT PARTNERSHIPS



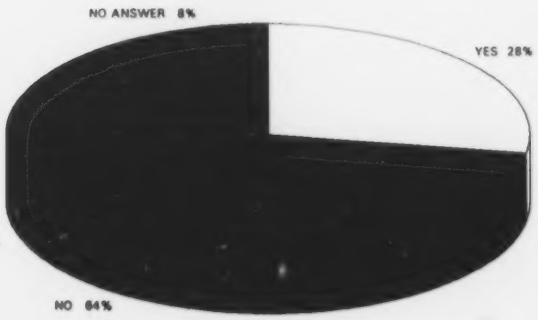
JUVENILE JUSTICE/ DIVERSION PROGRAM

INSTITUTIONALIZATION

Do you consider LRE to be "institutionalized" in your state?

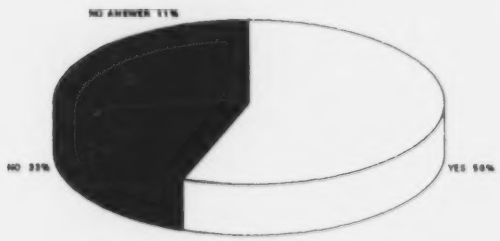
	ALL	EXTRA-LARGE*	LARGE*	MEDIUM*	SMALL*
YES	14	5	1	3	5
NO	32	3	5	13	11
NO ANSWER	4	1		1	2

*BY STATE POPULATIONS (SEE FIRST PAGE)

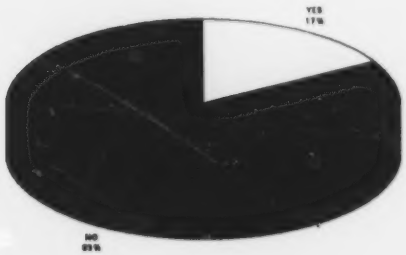


DO YOU CONSIDER LRE TO BE INSTITUTIONALIZED IN YOUR STATE? (ALL PARTICIPANTS)

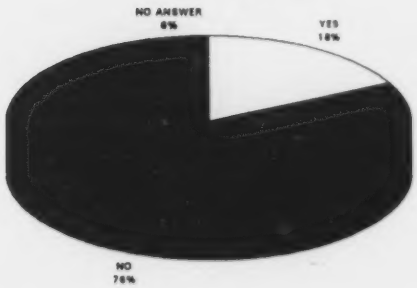
EXTRA-LARGE STATES



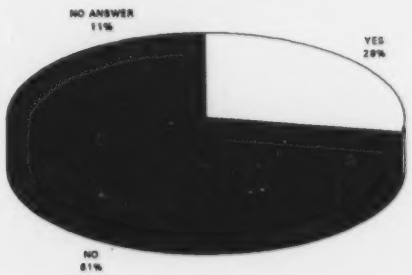
LARGE STATES



MEDIUM STATES



SMALL STATES



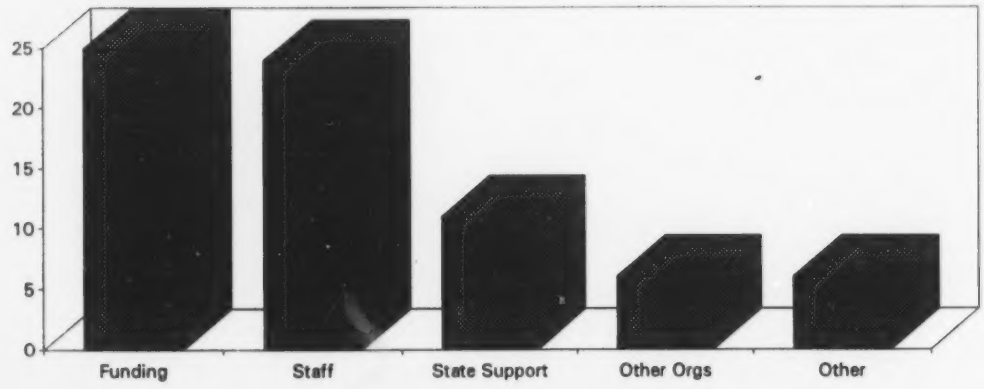
INSTITUTIONALIZATION, continued

If the respondents answered "no" to the institutionalization question,
they were asked to identify inhibiting factors (they could identify more than one):

FUNDING	STAFF	STATE SUPPORT	OTHER ORGANIZATIONS	OTHER
25	24	11	6	6

Description of other inhibiting factors:

Insufficient interest
Changing curriculum frameworks
Size & population of state
Seen as separate curriculum
No stable funding source
Lack of school, teacher commitment
Funding insecure
School district administrators
Public perception of LRE



INHIBITORS TO INSTITUTIONALIZATION

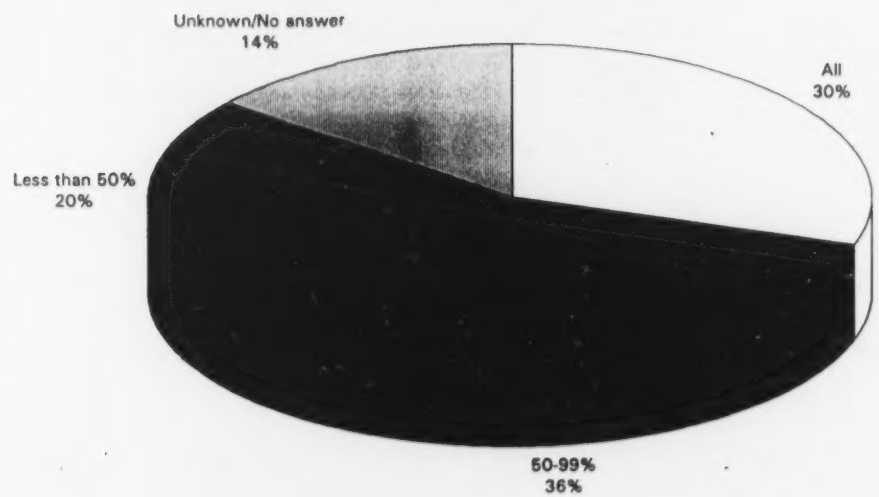
SCOPE, STRENGTHS, AND GOALS

Participants were asked, "How many school districts in your state are served by your LRE program?"

The average percentage of school districts served was 67%.

Number where 100% of school districts were being served:	15
Number where 50-99% of school districts were being served:	18
Number where less than 50% of school districts were being served:	10
Unknown/no answer:	7

NUMBER OF SCHOOL DISTRICTS SERVED
BY LRE PROGRAM



SCOPE, STRENGTHS, AND GOALS, continued

What is the strongest feature of your program?

Programs for Youth at Risk
Diversity
Variety of Programs; Strong publications
On-site technical assistance
Interagency cooperation, mock trial, curriculum development
Cooperation with other organizations
Teacher training and curriculum development
Site-based model with resources to schools; strong partnerships with other organizations
Advanced teacher training, curriculum development
Mock trial, History Day, Awareness sessions, State conference
LRE's fit with curriculum; various programs, staff
Teacher training program
LRE conference, workshops for schools, organizations.
Preservice
Newsletter, mock trials, Institute for Dispute Resolution
Participating lawyers
Booklet on law in the state, mock trial booklet, improving classroom teaching
Development by local educators for classroom, ownership for kids & teachers
Our LRE trainers
Awareness conferences; lawyer/doctor teams
Summer classes, AV/lending library, mock trial program
Abundance of materials, in-depth teacher training, volunteers
Events for students and teachers
Annual statewide LRE conference
Excellent quality of training and materials
Large numbers of students directly involved statewide
Multi-disciplinary facet
Teacher training, materials dissemination, mock trial competition
Collaborative nature, involvement of volunteers
Teacher training
Strength of the teachers involved
Professionalism has earned us respect and cooperation of judiciary and possible affiliation with university
Positive reception from teachers and students K-12
Mock trial, annual conference, teacher training
Diversity of staff in training, abilities, vision, etc. Collective creativity
Networking among creative teachers
Diversity of programs
Peer mediation, mock trial, street law programs
Teacher commitment
Network of LRE-trained teachers and resource persons
Quality of state-law-based curriculum and teacher training
Good partner resources and teacher training
Newsletter of state bar association
Juvenile Justice/Diversion Program

What area/s of your program would you like to improve upon in the next three years?

Stable funding; more staff (same response from several programs)
Increase use of LRE in schools
Reaching all schools, part of recognized curriculum
Preservice connections, tech-advanced resources
Expand resources to meet demand for service
K-12 sequential integrated curriculum, legislative support
Attorney-training, law partner programs
Institutionalization in large district; In-depth extension to grades 9-12 in smaller districts
Resource library, PR database, Awareness training
Expand and solidify programs in schools and districts
Advanced training, expanded mock trial competition
Improve newsletter, part-time staff, start student program
More involvement in dispute resolution, violence reduction
Distance learning and multimedia
Outreach, relationship with law school
Expansion throughout state, teacher training, annual conference, quarterly newsletter
Juvenile justice diversion program, peer mediation programs
Better job of assessing schools' needs, evaluation and follow-up, credibility
Institutionalize Project Hip-Hop (civil rights tour; internship in racism education)
Conflict resolution programs, bring back former programs (summer institute, adopt-a-school)
Use of trained teachers to teach those new to LRE
Expand Youth at Risk and Conflict Mediation Programs
Inclusive education as fundamental part of schools, all students served by neighborhood schools
Pre- and in-service LRE training, sponsor with colleges, universities, law schools
Reach teachers in unserved districts
Development of state and local law and government curricula and teacher training
More student-focused programs, peer mediation program, coordination of lawyer-teacher partnerships
Involve more teachers and school systems
Pre-service, mediation, and programs involving law students
Expand collaboration with universities statewide
Moving beyond traditional sources of funding, Peer mediation, Violence prevention, Technology
More responsive to individual requests, more connections to courts statewide
Regular teacher training, expanded student activities
More student programs, teacher training
Building infrastructure
Awareness in preservice educations, strengthen network
More support from board of education and bar association
School-based programs, lesson writing, student boards, etc.

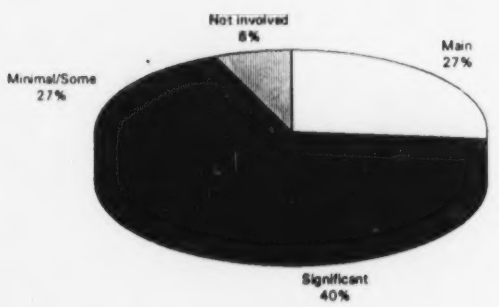
INVOLVEMENT

To what degree are the following involved in LRE in your state?

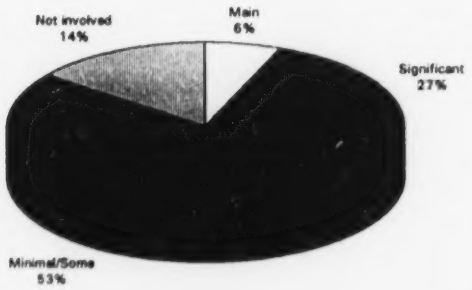
Participants were asked to characterize the involvement of each of the following organizational units. Numbers respresent totals of participant responses:

	MAIN PROVIDER OF PERSONNEL AND/OR SERVICES	SIGNIFICANT PROVIDER OF ASSISTANCE/PERSONNEL/FUNDS	MINIMAL ASSISTANCE ANS/OR FUNDING	NOT INVOLVED
STATE BAR ASSOCIATION	13	20	13	3
STATE DEPT. OF EDUCATION	3	13	26	7
LAW SCHOOLS	3	10	22	13

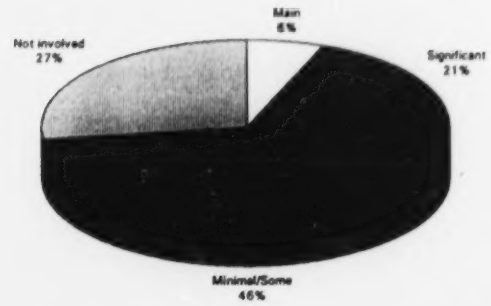
STATE BAR ASSOCIATION



STATE DEPARTMENT OF EDUCATION



LAW SCHOOLS



FUNDING SOURCES

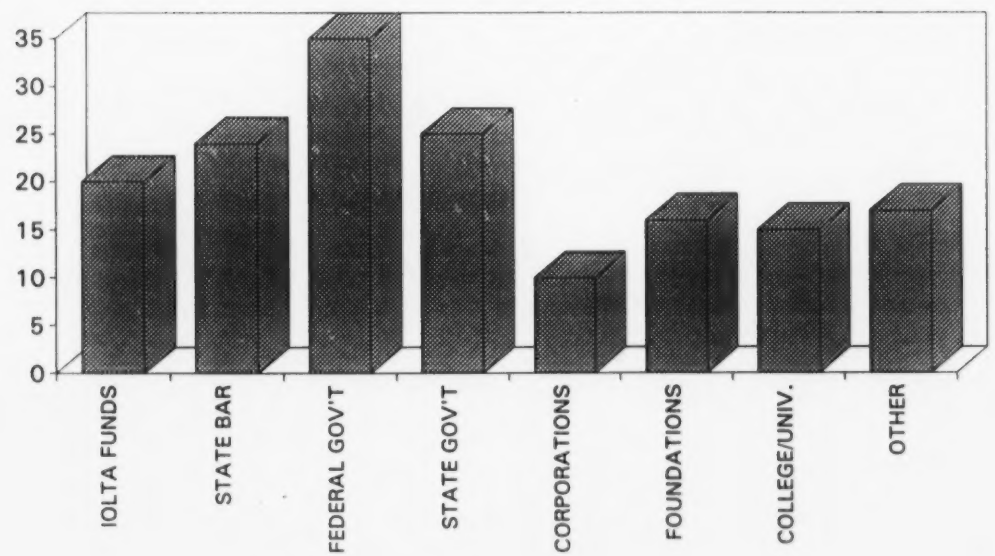
Participants were asked to assign percentages of support their programs receive from different funding sources. The actual percentages are reflected in the tables showing all participants' responses. If a participant identified that support at any level was received from a given funding source, a number appears below that source in the table below.

	IOLTA FUNDS	STATE BAR	FEDERAL GOV'T	STATE GOV'T	CORPORATIONS	FOUNDATIONS	COLLEGE/UNIV.	OTHER
ANY FUNDING?	20	24	35	25	10	16	15	17

Description of other:

Registration fees
Materials sales
Local government
Donations
Memberships
Fees for services
Courts

FUNDING SOURCES

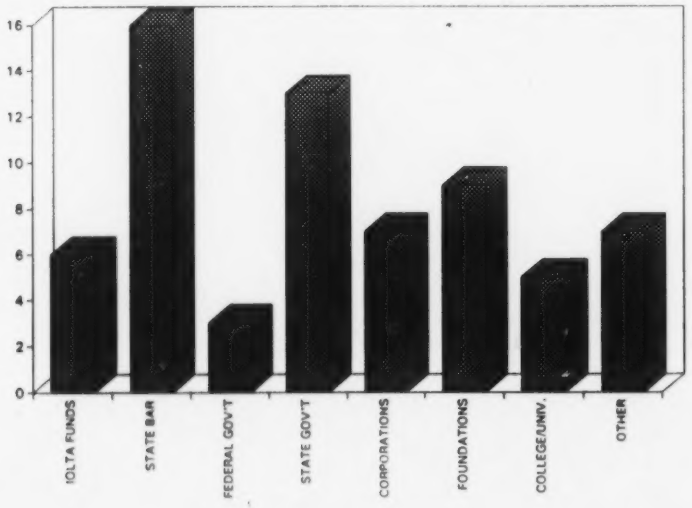


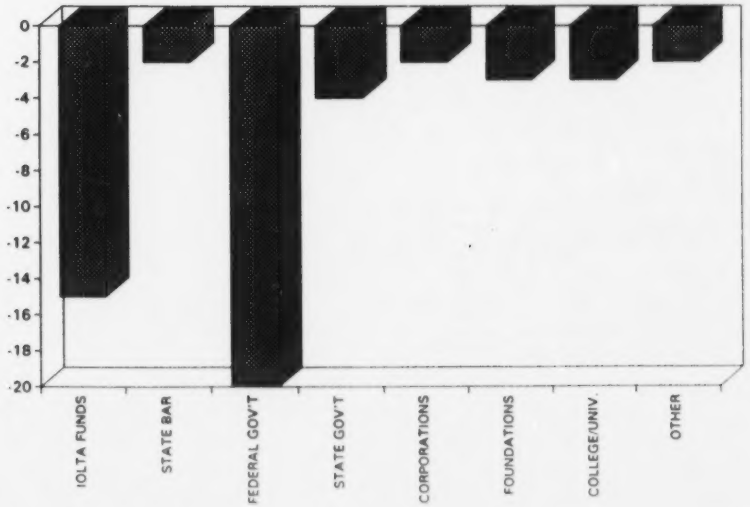
FUNDING SOURCES, continued

Participants were asked to assign a plus symbol (+) where funding had increased from a given source since the previous year, and a minus sign (-) where funding had decreased.

	IOLTA FUNDS	STATE BAR	FEDERAL GOV'T	STATE GOV'T	CORPORATIONS	FOUNDATIONS	COLLEGE/UNIV.	OTHER
INCREASED	6	16	3	13	7	9	5	7
DECREASED	15	2	20	4	2	3	3	2

INCREASES IN FUNDING





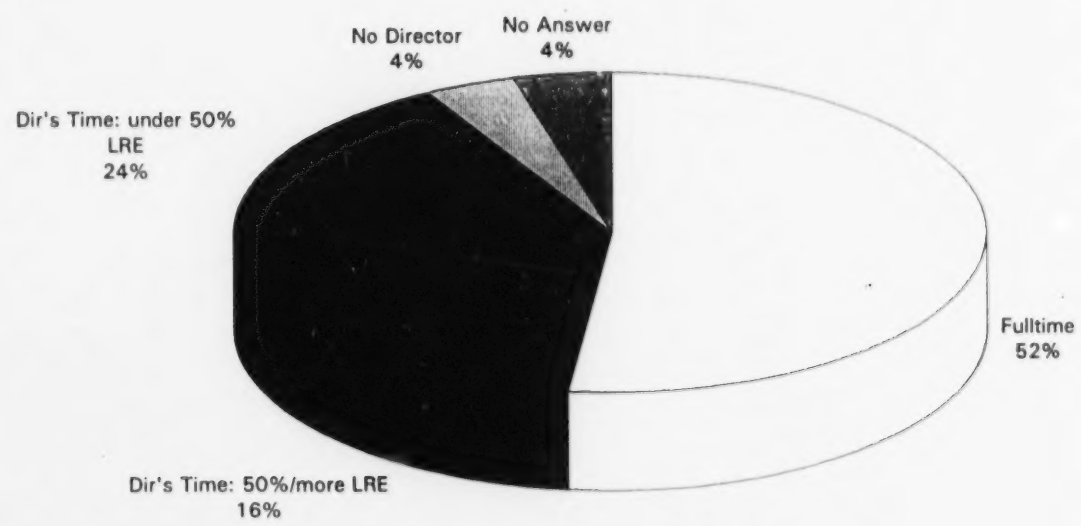
DECREASES IN FUNDING

DIRECTOR/STAFF TIME

Participants were asked the percentage of time the program director is able to devote to law-related education.

	FULL-TIME (NO OTHER DUTIES)	AT LEAST 50% TIME (ALSO HAS NON-LRE DUTIES)	LESS THAN 50% TIME (MAJORITY OF DUTIES ARE NON-LRE)	NO DIRECTOR	NO ANSWER
DIRECTOR'S TIME (ALL)	26	8	12	2	2
EXTRA-LARGE STATES	7		1		1
LARGE STATES	4	1	1		
MEDIUM STATES	11	2	3	1	
SMALL STATES	4	5	7	1	1

PERCENTAGE OF DIRECTOR'S TIME DEVOTED TO LRE



DIRECTOR/STAFF TIME, continued

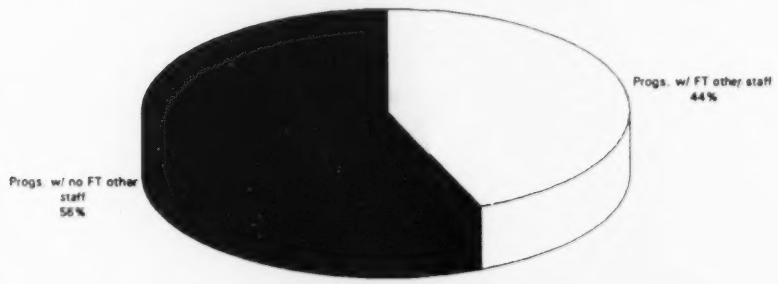
Other staff for LRE -- participants were asked how many full-time and part-time staff, other than the director, were a part of their program. The figures below reflect the number of programs with any of following staff, i.e., if a program has 2 part-time staffers, their program counts as one program with any part-time staff. Actual figures appear in the tables listing all responses.

	FULL-TIME	PART-TIME	OTHER
OTHER STAFF FOR LRE (ALL)	22	18	15
EXTRA-LARGE STATES	7	6	2
LARGE STATES	3	2	2
MEDIUM STATES	9	4	4
SMALL STATES	3	6	8

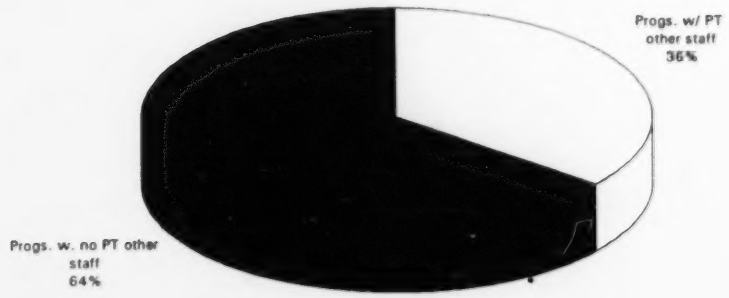
Description of other staff:

Workstudy students
Graduate assistant
Volunteers
Bar staff help out
Interns

PROGRAMS WITH FULL-TIME STAFF
(OTHER THAN DIRECTOR)



PROGRAMS WITH PART-TIME STAFF
(OTHER THAN DIRECTOR)



COMMENTS

"It was useful completing survey and comparing with last year."

"Rapidly proceeding towards institutionalization."

"Questionnaire made me think of what we are doing and could possibly do."

"Because there are no funds for full-time LRE person, activities are limited, sporadic."

"We are beginning to get more support as programs become more well-known."

"We have spent a lot of effort working with other organizations."

"Appears to be a time of flux; interest there, but less done now than anytime in last 6 years."

"Funding is always our area of acute need."

"LRE is set in state but funding remains major concern."

"LRE has rapidly lost its momentum due to low priority."

APPENDIX

RESPONSES FROM STATE LRE PROGRAMS

Participants, 1994 Self-Evaluations of State LRE Programs

ID#	Last Name	First Name	Organization	Address1	Address2	City	State	Zip	Phone
101	Blum	Ann	Georgia LRE Consortium	Carl Vinson Inst/Gov't,Univ/GA	201 N. Milledge Ave	Athens	GA	30602-5428	706/542-2736
102	Monprode-Holt	Lorrie		3735 Canyon Ferry		East Helena	MT	59635	406/449-4164
103	Mondschein	Eric	Law, Youth & Citizenship Program	New York State Bar Association	One Elk St	Albany	NY	12207	518/474-1460
104	Mertz	Gayle	Safeguard LRE Program	P.O. Box 471		Boulder	CO	80306	303/441-3805
105	IDENTITY NOT RELEASED								
106	Gardner	Arlene	NJ Center for LRE	Seton Hall University	103 McQuaid Hall	South Orange	NJ	07079	908/789-8578
107	Maloney	Joseph	Citizenship and LRE Center	9738 Lincoln Village Dr		Sacramento	CA	95827	916/228-2322
108	IDENTITY NOT RELEASED								
109	Haynes	Rhonda	State Bar of Texas LRE Program	P.O. Box 12487 Capitol Stn		Austin	TX	78711	512/463-1388
110	IDENTITY NOT RELEASED								
111	Bloom	Jennifer	MN Ctr Community Legal Education	Hamline Law School	1536 Hewitt Ave	St. Paul	MN	55104	612/641-2279
112	Townsend	Barry	Delaware LRE Program	110 W. 7th St		New Castle	DE	19720	302/477-2045
113	Mathews	Nancy	Utah State Office of Education	250 East 500 South		Salt Lake City	UT	84111	801/538-7742
114	Tinder	Thomas	West Virginia State Bar	2006 Kanawha Blvd E		Charleston	WV	25311	304/558-7993
115	IDENTITY NOT RELEASED								
116	IDENTITY NOT RELEASED								
117	Dole	Susan	Vermont Bar Association	P.O. Box 100		Montpelier	VT	05601	802/223-2020
118	Schechter	Donna	Committee on LRE Educ. for Public	Illinois Stat Bar Association	424 S. 2nd St	Springfield	IL	62701	217/525-1760
119	Cross	Virginia Wilder	Public Affairs, ME State Bar Assn	124 State St		Augusta	ME	04332	207/622-7523
121	Morris	Donald	Wyoming LRE Advisory Council	717 Frontier Park Ave		Cheyenne	WY	82001	307/632-8013
122	Reggio	Michael	Oklahoma Bar Association	P.O. Box 53036		Oklahoma City	OK	73152	405/524-2365
123	IDENTITY NOT RELEASED								
124	Stafford	Barbara	Learning Law In Arkansas	UALR School of Law	1201 McAlmont Av Ste421	Little Rock	AR	72202-5142	501/375-9335
125	Yiannopoulos	Maria	Louisiana Center for LRE	601 St. Charles Ave		New Orleans	LA	70130	504/566-1600
126	Keefe	Tom	Nebraska State Bar Association	P.O. Box 81809		Lincoln	NE	68501-1809	402/475-7091
127	Rando	Lynda	Arizona Center for LRE	Arizona Bar Foundation	111 W. Monroe, Ste 1800	Phoenix	AZ	85003	602/340-7360
128	Murray	Nancy	Bill of Rights Education Project	Civil Liberties Union of Mass.	19 Temple Place, 5th Fl	Boston	MA	02111	617/482-3170x31
129	IDENTITY NOT RELEASED								
130	Woodruff	Ruth	Illinois LRE Project	Constitutional Rights Fndtn	407 S. Dearborn Ste 1700	Chicago	IL	60605	312/663-9057
131	Dryer	Kathy	Utah LRE Project	645 S. 200 East, Ste 101		Salt Lake City	UT	84102	801/322-1802
132	IDENTITY NOT RELEASED								
133	Smith	Leisa-Anne	New Jersey State Bar Foundation	One Constitution Square		New Brunswic	NJ	08901-1500	908/249-5000x25
134	Silva	Cindy	New Mexico Bar Fndtn LRE	P.O. Box 27439		Albuquerque	NM	87125	505/764-9417
135	Loomis	Jan	Alabama Ctr Law & Civic Education	Cumberland School of Law	800 Lakeshore Dr	Birmingham	AL	35229	205/870-2435
136	Start	Linda	Center/Civic Education Through Law	2100 Pontiac Lake Rd		Waterford	MI	48328	810/858-1947
137	Schmidt	James	Consortium/Law & Citizenship Educ.	Secretary of State's Office	30 Trinity St	Hartford	CT	06106	203/566-3904
138	IDENTITY NOT RELEASED								
139	Zimmer	Judy	DC Center Citizen Education in Law	711 G Street SE		Washington	DC	20003	202/546-6644
140	Topougis	Nick	Ohio Center for LRE	P.O. Box 16562		Columbus	OH	43216-6562	614/487-2050
141	Campbell	Mary	Citizenship/LRE Program MD Schls	UMBC/MP 007	5401 Wilkens Ave	Baltimore	MD	21228	410/455-3239
142	Trevaskis	David	Law, Education & Partnership (LEAP)	Temple Univ. School of Law	1719 N. Broad St	Philadelphia	PA	19122	215/204-8954
143	Hardin	Julia	CRADLE (On behalf of state)	Wake Forest Univ. Schl of Law	2714 Henning Dr	Winston-Sale	NC	27106-4502	910/721-3355
144	IDENTITY NOT RELEASED								
145	Cover	Marilyn	Classroom Law Project	Lewis & Clark Law School	10015 SW Terwilliger Blv	Portland	OR	97219	503/768-6623
146	Randa	Laura	Delaware Teachers' Academy	State Off/Volunteerism	P.O. Box 637	Dover	DE	19903-0637	302/739-4456
147	Kaohi	Sharon	Hawaii State Dept. of Education	OIS, General Education Branch	189 Lunalilo Home Rd	Honolulu	HI	96825	808/396-2543
148	Armancas-Fisher	Margaret	UPSICEL	Univ. Puget Sound Law School	950 Broadway Plaza	Tacoma	WA	98402-4470	206/591-2215
149	Bryant	Teresa	Maine Law-Related Education	246 Deering Ave		Portland	ME	04102	207/780-4159
150	Leighty	Richard	Kansas State Board of Education	120 SE 10th St.		Topeka	KS	66612	913/296-3142
151	Williamson	Deborah	Admin. Office/Courts LRE Program	100 Millcreek Park		Frankfort	KY	40601	502/573-2350

Systematic Teacher Training (STT), Public Relations (PR), Educational Resources (ER), 1994 Self-Evaluations

ID#	STT Annual Inst/Conf	STT Preservice Programs	STT Inservice Programs	STT Advanced TT/Inst	STT Other	STT Description of Other
101	3	4	2	2	2	Basics/LRE Summer Institute
102	3	3	3	3		
103	3	2	3	3		
104	3	2	3	3		
105	3	2	3	2		
106	3	2	2	3		
107	3	3	3	3		
108	3	1	3	2		
109	3	2	3	3		
110	2	2	3	3	3	Credit Courses -Teachers
111	3	2	3	3		
112	3	1	2	3		
113		3	2	3	3	Admin., Prevention Specialists
114	2	0	2	3		
115	3	3	3	1		
116	0	3	2	1		
117	1	1	1	1		
118	4	1	1	4		Mock trial training
119	4					
121	2	1	2	2		
122	3	3	3	3		Bar/Teacher Receptions
123	3	3	3	3		Block Grant Awards
124	3	2	3	3		
125	1	1	1	1		
126	3	2	3	2		
127	3	2	3	3	3	Police/Law Stdt Trng
128	3		2	3		
129	3	2	2	2		
130	3	2	3	3		
131	2	2	3	2		
132	3	3	3	2	2	Principals' training
133	3	1	1	1		
134	3	3	3	3		
135	3	3	3	2		
136	3	2	3	3		
137	3		2	2		
138	3	2	3	3		
139		2	3	3	2	Worshops for principals/tchrs
140	3		3	3		
141	3	3	3	3	3	Police dispute resol. training
142	3	3	3	3		
143	2	1	2	3		
144	3	1	2	2		
145	3	2	2	3		
146	3	2	3	3		
147	3	1	3	2		
148	3	2	3	3		
149	3	1	2			
150	1	2	3	1		
151		4	4	3		

Systematic Teacher Training (STT), Public Relations (PR), Educational Resources (ER), 1994 Self-Evaluations

ID#	PR Database	PR Newsletter/Other	PR LRE Awareness	PR Other	PR Description of Other	ER Clearingh./Library	ER Publications/Other	ER Other	ER Description of Other
101	3	3	3	3	Poster Promotion for LRE Week	1	3		
102	3	3	3			4	4		
103	3	3	3			3	3		
104	0	3	2			3	3		
105	3	3	0		FIRN Network;Issue/Bar Journal	3	3		
106	3	3	3			2	2		
107	3	3	3		Press Releases;TV News	3	3		
108	3	2	3			3	1		
109	3	3	3			3	3		
110	3	2	3			3	2		
111	2	3	3		Serve on Program Committees	3	2		
112		3	3			3	2		
113	1	1	2			3	3		
114	3	3	1			3	2		
115	3	2	2			2	1		
116	2	4	4			0	4		
117	1	1	1			1	1		
118	2	3	2	2	Database/Speakers Bureau	2	2		
119	4	4				2	2		
121	2	3	2				2		Developing partnership progs.
122	3	3	3		Statewide Network	3	3		Traveling Exhibits
123	3	3	3			3	3		
124	3	3	3			3	3		
125	3	3	3			3	3		
126	3	3	2	2	Press Releases	3	2	3	AV/Lending Library
127	3	3	2			3	2		
128	3	3	4				3		Curriculum Development
129	3	2	2			3	3		
130	3	3	3		State Law Poll	3	3		
131	4	3	2			4	3		
132	2	2		3	Networking; other conferences	3	3	4	
133	1	1	3			3	3		
134	3	3	3			2	3		
135	3	3	3			3	3	3	Attorney Resource Persons
136	3	3	3			3	3		
137	1	3	3			2	2		
138	3	3	3			3	3		
139	3	3	3			3	3		
140	3	3	3			3	3		
141	3	1	3	3	Brochures	3	3		
142	3	3	3			2	2		
143	3	2	1			3	3		
144	3	3	3			3	2		
145	3	3	3			3	3		
146	3	3	3			3	3		
147	2	2	2			2	2		New publication on resources
148	3	1	2			3	3		
149	3	3	2			3	2		
150	3	4	3			4	4		
151		3	3			3	3		

Student Activities (STDT) Other Activities (OTH), 1994 Self-Evaluations

ID#	STDT Mock Trial	STDT We the People	STDT Oth Nat'l/St Comp	STDT Dist Competition	STDT History Day	STDT Citizen Bee	STDT Close-Up Prog	STDT Law Stdt Teachers
101	4	4	3				4	2
102	1	3		1	1	3	3	1
103	3	3	3	3	0	0	0	2
104	3	3	1	1	1	1	2	1
105	3	3	0		4	4	4	0
106	4	4			4	4	4	2
107	3	4	3	3	4	4	4	3
108	3	3	1		0	1	1	3
109	3	3		3	4	4	4	3
110	3	3			2	3	3	
111	4	4			4	4	4	3
112	3	3			4	4	4	3
113	3	3		3	3	2	3	3
114	2	4				4	4	1
115	1	3	1	1	4	4	4	1
116	4							
117	2	0	0	0	0	0	0	4
118	3	4	3		4	4	4	4
119	3	4						4
121	2	2			4	2	2	1
122	4	3	0	0	4	4	3	0
123	3		3					3
124	3	3	1		0	3	3	
125	1	1	1		1	1	1	3
126	3	3			4	4	4	4
127	3	4			4	4	4	3
128	4	4						
129	3	4	2					1
130	4	4			4	4	3	3
131	3	4	3	3	4	4	4	3
132								
133	3	1			3			4
134	3	0	0	0	0	0	0	3
135	4	3		3	1	0	4	3
136	3	3			4	4	4	4
137	3	3			4	4		
138	3				3			1
139	3	4						3
140	3	4		3			3	4
141	3	0			0	0	3	2
142	4	4	3	3	3	1	1	3
143	3	3	3				3	2
144	3	3		2	4	4	4	4
145	3	3	0	4	4	4	4	3
146	4	4	3	3	4	4		3
147	3	3			3	2	3	1
148	4	4		3	4		4	3
149	3	3		0	0	0	0	3
150	1	2	0	0	4		3	1
151	3							

Student Activities (STDT) Other Activities (OTH), 1994 Self-Evaluations

ID#	STDT: Peer Mediation	STDT: Stdt LRE Conf	STDT: Other	STDT: Description/Other	OTH: Minigrants	OTH: Mentoring	OTH: LRE Teacher/Year	OTH: Lawyer/Teacher Prtn
101	4	1	3	Students of the Year Awards	2	2	3	2
102	3	1			1	0	4	1
103	3				3	3	3	3
104	4	2			1	1		3
105	1	1			1	2	3	2
106	2	1			1	4	0	2
107	3	3		Law Works - State Bar		3	4	3
108	2	1			1	1	1	3
109	1	1			0	4	3	4
110	3		4	Youth Court	2			3
111	3	3			2	2	4	2
112		1					2	3
113	3				2	3	3	3
114	4				1	1	1	1
115	1	0			0	1	3	2
116					2			
117	0	0			0		0	0
118	3			Working on summer law camps		2	4	2
119			3	Mock trials for 5th graders	0	3	0	3
121	1	1			0	1	1	2
122	2		3	Model Congress, etc.	0	2	3	3
123	3	3	3	We the People - noncompeting			3	3
124	1	2			3	1	1	1
125	3	1			1	1	1	3
126	4	1			1	2	1	
127		1	4	Kids Voting		2	3	3
128		3				4	4	4
129	1	0			2	0	0	2
130	4	3		Service Learning Prg	3	3	3	3
131	3	4			2	3	1	3
132					2	2	4	
133	3	3		Speakers Bureau		3	4	3
134	4	0	3	Law Day Poster Cntst	0	2	3	3
135	1	1	3	Teen Jury	1		1	3
136	1	1			3	2	3	3
137	1	3			1		3	
138	1		3	Day in Court Prg- HS	3	2	3	3
139	3		3	Essay Contest		3		3
140	3							
141	3	3			0	3	1	3
142	3	1			0	2	1	3
143	2	1			1	2	1	2
144	3	3			3	2	3	2
145	3	3		Courthouse Experience	1	1	1	4
146	3	1			1	3	3	3
147	3	1		School Violence Conference	3	1	0	2
148	2	2			2	3	1	2
149	3	0			0	1	1	3
150	1	4			1	1	1	2
151								

Student Activities (STDT) Other Activities (OTH), 1994 Self-Evaluations

ID#	OTH: Lawyer/Stdt Prtnship	OTH: JuvJ/Diversion Prog	OTH: Other	OTH: Description/Other
101	2	3		After-School; Teens,Crime&Com
102	1	3		
103	0	0		
104	2	2		
105		2	3	Justice Teach-In Program
106	0	3		
107	4	4		
108	1	2		
109	4	4		
110	3	3		
111	2	3		
112	3	4		
113	3	3		
114	1	4		
115	1			
116		4		
117	0	0		
118	2	2		
119	0	4		
121	2	1	2	Developing Student Court
122	2	2		
123	3	3		
124	1	3		
125	1	3		
126	1	2	2	Perspectives Prog. Interact TV
127	2	2		
128				
129	0	4		
130	3	4		
131	3	3		
132				
133	4			
134	3	2		
135	1	3		
136	3	2		
137				
138		4		Judges' Service Awd
139	3	3	3	Law Academy at HS
140				
141	3	2		
142	3	3		
143	1	2		
144				
145	4	4		
146	3	3		
147	0			
148	1	3	0	
149	0	2		
150	2	1		
151		3		

Institutionalization, 1994 Self-Evaluations

ID#	LRE Institutionalized?	Inhibitor: Funding	Inhibitor: Staff	Inhibitor: State Support	Inhibitor: Other Orgs	Inhibitor: Other	School Districts	Served by Program
101	No	Yes	Yes	Yes	No		189	189
102	Yes						640	320
103	Yes	Yes	Yes	Yes			950	950
104	No	Yes				Insufficient interest	176	44
105	No	Yes	Yes			Changing curric. framewks	67	67
106							611	404
107	No	Yes	No	No	No	Size & population/state	1006	1006
108	No	No	Yes	No	No		140	70
109	Yes	Yes	Yes	No			1048	870
110	No	No	No	No	No		54	3
111	No	Yes	Yes				435	300
112	No	Yes	Yes				19	
113	No						40	12
114	No	Yes	Yes	Yes	Yes		55	28+
115	No	Yes	Yes	Yes	No		178	72
116	No	Yes	Yes	No	No		180+	
117	No	Yes	Yes	No	No			
118	No	No		No	Yes	Seen as separate curriculum		50%
119	Yes							100%
121	No					No stable funding source	49	49
122	Yes						563	563
123	Yes						951	238
124	No	Yes	Yes	Yes	No		300+	180
125	No	Yes	Yes				64	7
126	Yes						925	694
127	No					Lack/schl. lchr commitment. Public ill-informed re LRE	220	88
128	No	Yes				Funding insecure	350	350
129	Yes							
130							930	465
131	No	Yes	Yes	No	No		40	21
132							176	?
133	No	Yes	Yes	Yes			600	600
134	No	No	No	Yes	No	School district administrators	88	58
135	No	Yes	Yes	No	No		130	
136	Yes						581	290
137	No	Yes	Yes	No	No		169	43
138	No	Yes	Yes	No	Yes		39	38
139	Yes						1	1
140	Yes						600	516
141	No	No	Yes	Yes	No		24	24
142	Yes	Yes	Yes	Yes	Yes		501	251
143	No	Yes	Yes	No	No	Public perception of LRE		
144	No	Yes	Yes		No		93	93
145	Yes						277	60
146							19	19
147	No					Mtgs underway to build a consortium for LRE	7	7
148	No						400?	300
149	No	Yes	Yes	Yes	No		162	?
150	No	Yes	No	Yes	Yes		304	304
151	Yes	No	Yes	No	Yes			80%

Institutionalization, 1994 Self-Evaluations

ID#	Strongest Feature	Areas to Improve Upon
101	Progs for Youth at Risk	Increase use of LRE in schools
102	Diversity	Reaching all schools; part of recognized curric.
103	Variety of programs; strong publications	Preservice connections; tech-advanced resources
104	On-site technical assistance	Expand resources to meet demand for service
105	Interagency cooperation, mock trl, curriculum development	K-12 seq. integrated curric.; funding; legis. supp
106		Tchr/lwyr partnerships;direct stdt services; publicity; law schl connection
107	Cooperation between organizations	Further institutionalization; stable source of funding
108	Inservice training for teachers	Attorney training; law partner programs
109	Teacher training & curriculum development	
110	Sitebased model w/ resources to schools; strong partnerships w/ other orgs	Institutionalization in large district; indepth extension to 9-12 in others
111	Advanced teacher training, curriculum development	Resource library; PR database; Awareness training
112	Mock trial; History Day, Awareness sessions, State conference	Expand & solidify progs in schls & districts
113	LRE's fit with curriculum; various progs, staff	Permanent funding for program component
114	Teacher training program	Advanced training; expanded mock trial competition
115	LRE Conference, workshops for schls, orgs	Improve newsletter; part-time staff; start student program
116	Preservice	Better funding
117	Not sure	All
118	Newsletter; mock trials, Inst. for Dispute Resolution	More involvement in dispute resolution; violence reduction
119	Participating lawyers	Fundraising
121	Law In Wyoming booklet; mock trial booklet; improving classrm teaching	Stable funding base
122		Staff
123	Development by local educators for classroom; ownership for kids & tchr in lgl learng	Distance learning and multimedia
124	Our LRE trainers (human resources)	Funding; outreach; relationship w/ law school
125	Awareness conferences; lawyer/doctor teams	Expansion throughout state; teacher trng; annual conf, qtrly newsletter
126	Summer classes; AV lending library; mock trial prog	JJ diversion prog; peer mediation programs
127	Abundance/materials; indepth tchr trng; volunteers	Better job/assessing schl needs; evaluation & followup; credibility
128	Events for students and teachers	Institutionalize Project Hip-Hop (civil rgts tour, internship in anti-racism educ.)
129	Annual statewide LRE conference	Conflict resolution progs; bring back former progs (summer inst., adopt-a-school)
130	Excellent quality of training and materials	Use of trained teachers to teach those new to LRE
131	Large numbers of students directly involved statewide	Expand Youth-At-Risk and Conflict Mediation Programs
132		Inclusive education as fundamental part/schls; all stdts srvd by neighborhood schls
133	Multi-disciplinary facet	Pre- and in-service LRE training; sponsor w/ colleges. univs. & law schls
134	Teacher training; materials dissemination; Mock trial competition	Reach teachers in unserved districts
135	Collaborative nature, involvement of vounteers	Development of Alabama law & gov't (local & state) curricula & tchr trng
136	Teacher training	More stdt-focused progs; peer mediation; coord/lwyr-tchr prtnshps; funding
137	Strength of the teachers involved	Involve more teachers and school systems
138	Professionalism has earned us respect & coop./judiciary & poss. affil. w. university	Pre-service, mediation, and progs involving law students
139	Positive reception from teachers & students K-12	Stable funding; continued expansion
140	Mock trial; annual conference; teacher training	Expand collaborative activities with universities statewide
141	Diversity/staff in training, abilities, vision, etc. Collective creativity	Moving beyond tradit'l srces/funding; peer mediation, violence prevention, technology
142		More responsive to individual requests; more connections to courts statewide
143	Networking among creative teachers	Regular teacher training; expanded student activities
144	Diversity of programs	More staff; more student programs, teacher training
145	Peer mediation, mock trial, street law programs	
146	Teacher commitment	Building infrastructure
147	Network of LRE-trained teachers & resource persons	Awareness in preservice educ.; strengthen network
148	Quality of state-law based curric. & teacher training	Stable funding base
149	Good partner resources and teacher training	Funding, PR, institutionalization
150	Newsletter of State Bar Association	More support from bd./educ. and bar association
151	Juvenile Justice Diversion Program	School-based progs; lesson writing; stdt boards; etc.

Involvement and Support, 1994 Self-Evaluations

	INVOLVEMENT			FUNDING								
ID#	State Bar	St Dept/Educ	Law Schools	Pct/$ IOLTA	Pct/$ State Bar	Pct/$ Fed'l Gov't	Pct/$ State Gov't	Pct/$ Corps	Pct/$ Fndtns	Pct/4 Coll/Univ	Pct/$ Other	Explain Other
101	Main	Not involved	Not involved	50		5	3.5		18	19	4.5	Reg fees, material sales
102	Minimal	Main	Not involved	1		98	1.9					
103	Main	Significant	Not involved		70		30					
104	Significant	Minimal	Minimal			20	10				70	Local government
105	Significant	Minimal	Minimal									Donations, Memberships
106	Not involved	Minimal	Minimal	15		10	15		50	10		State incl local
107	Significant	Significant	Significant		Yes	Yes	Yes	Yes	Yes	Yes		
108	Significant	Minimal	Minimal	20	40	40						
109	Main	Not involved	Not involved		100				Suppl			
110	Significant	Minimal	Not involved		15	55	5				25	Local Schl District
111	Minimal	Some	Main			5	10	10	5	50	25	Fees for services
112	Minimal	Minimal	Significant		Yes	Yes				Yes		
113	Significant	Significant	Minimal	50	30	5	10				5	
114	Main	Minimal	Minimal		60	40						
115	Significant	Minimal	Minimal	50		50						
116	Minimal	Significant	Not involved			100						
117	Main	Minimal	Not involved									
118	Minimal	Minimal	Minimal									
119	Significant	Not involved	Significant		100							
121	Significant	Minimal	Minimal	27		53					20	Donations
122	Main	Minimal	Minimal	11	82			1	5	0	1	
123	Main	Significant	Minimal									
124	Minimal	Not involvds	Minimal	11	6	81				2		
125	Main	Minimal	Minimal	98		2						
126	Main	Significant	Significant		82	8			10			
127	Main	Significant	Significant	70	4	4	22					
128	Significant	Minimal							50		50	Donations
129	Main	Minimal	Minimal	23	27	37		13				
130	Significant	Significant	Significant			50	6	10	25	1	8	Service revenue, interest
131	Significant	Minimal	Minimal	44	22	12	17		1	4		
132	Not involved	Significant	Not involved									
133	Main	Not involved	Minimal	100								
134												
135	Significant	Main	Significant	25		10	56		5	4		
136	Significant	Minimal	Minimal		25	75						
137	Minimal	Not involved	Not involved			50			10		40	Local bar, dues, etc
138	Significant	Significant	Not involved	5		34	33	5	10		13	Donations, fees, NTDP
139	Minimal	Minimal	Significant			50	5			5	40	Courts
140	Significant	Minimal	Minimal		7		70	2	6		15	Program fees
141	Significant	Significant	Not involved		14	40	35			6	5	Other grants/partnerships
142	Significant	Significant	Significant		1+	50	5	1+		28	15	Fees for services
143	Minimal	Minimal	Minimal		25	25	25			25		
144	Main	Minimal	Not involved	85	12	2	2					
145	Significant	Minimal	Main	7	1	13	26	5	15	5	27	Fees, individuals
146	Minimal	Not involved	Significant			45	20	35				
147	Minimal	Main	Not involved				50	-			50	
148	Not involved	Significant	Main			100						
149	Significant	Minimal	Minimal									
150	Minimal	Minimal	Minimal	10	10	30	30		20			
151	Minimal	Minimal	Minimal	10	20	10	50			10		

Involvement and Support, 1994 Self-Evaluations

	INCREASE (+) OR DECREASE (-) IN FUNDING							
ID #	Incr/Decr IOLTA	Incr/Decr State Bar	Incr/Decr FedGov't	Incr/Decr StateGov't	Incr/Decr Corporations	Incr/Decr Foundations	Incr/Decr College/Univ	Incr/Decr Other
101	-		-	+		+	same	same
102	-		same	same				
103	-	+		+				
104			+	+				+
105	+	+	same					
106	+		-	+		+	+	
107								
108	+	+	-					
109		+						
110		same	same	same				+
111								
112			-					
113								
114		+	-					
115	-		-					
116								
117								
118		+	-		+	+	+	
119		+						
121	+		-					+
122	-	+			+			
123								
124	-	+	-				+	
125	same							
126		same	same			same		
127	-	+	-	+				
128						+		-
129	-	+	-		-			
130			-	+	+	+		+
131	same	+	same	+		+	same	-
132								
133	+							
134								
135	+		-	same		same	same	
136		+	same					
137			-			-		
138	-		-	+	+			+
139			-	+,			same	same
140						+		+
141		+	-	+			same	same
142		+	+	same	+		-	+
143		same	same	-			-	
144	-			+				
145	-	-	+	+	+	+		
146								
147								
148	-			-		-		
149	-		-	-	+	+	+	
150	-	-	-	-	-	-	-	
151	-	+	-	+			+	

Director/Staff Time and Comments, 1994 Self-Evaluations

	DIRECTOR				OTHER STAFF			COMMENTS
ID#	Full-time	50%/more LRE	Under 50% LRE	Other	Full-time	Part-time	Other	
101	Yes				1	1		It was useful completing survey & comparing w/ last year
102	Yes					.5		We have spent a lot of effort working with other orgs
103	Yes				2	1		
104	Yes				2	2		
105	Yes				2			
106	Yes					1	Workstudy stdts	
107								Spec. info difficult -- there are several LRE orgs in state
108				<50%, all LRE				
109	Yes				1	1	1.5 grant-funded	
110			Yes		2	8		Rapidly proceeding towards institutionalization
111		Yes				3		
112			Yes			Yes		
113			Yes					
114			Yes			1		
115				10% or less			1 grad. assistant	Questionnaire made me think of what we are doing & could possibly do
116			Yes					
117				No LRE director			None	
118			Yes					Because there are no funds for FT LRE person, activities limited, sporadic
119		Yes					None	
121			Yes				Volunteers, bar assn	We are beginning to get more support as LRE progs become more well-known
122	Yes				1		Numerous volunteers	
123	Yes				2	.2	96 teachers K-12	Have been involved in collaboration to improve LRE statewide
124	Yes						None	
125	Yes						Volunteer assistant	
126	Yes						.2 secretarial	
127	Yes				2			
128	Yes							Appears to be a time of flux; interest there, but less done now than anytime in last 6 yrs
129				15 hrs/wk, LRE			Bar staff help out	We have been able to accomplish a little more this past year, still seeking more funding
130	Yes				2	.5		
131		Yes				3		
132				None				
133		Yes			2			Bar Endtn is sponsoring a free LRE conference in April
134								
135	Yes				1	1		Thank you for conducting this survey. Funding is always our area of acute need
136	Yes				2			
137		Yes				1		
138	Yes				1	2	Interns & volunteers	
139				50% state			.7 state	
140	Yes				2	1		
141	Yes				5			
142	Yes				3	29		LRE is set in state but funding remains major concern
143				<25% for state			<25%/2 for state	
144	Yes				1			
145	Yes				2		2 parttime	
146	Yes				2.5			
147				At least 50%				
148	Yes				1			
149				50%			Workstudy stdts	
150				Less than 50%				LRE has rapidly lost its momentum due to low priority. Heavy emphasis on educational reform
151	Yes				1		1 parttime	Intake officers conducting LRE also

BEST COPY AVAILABLE

STATE LRE PROGRAM SELF-EVALUATION FOR 1994

To be used by state LRE programs to assess their own needs in order to further the institutionalization of law-related education. Results will be tabulated (by states and population levels, not by organization) and shared with all state LRE programs. As you know, this self-evaluation process is an important part of BUILDING AN LRE BRIDGE, STATE TO STATE -- a three-year project funded by the U.S. Department of Education to assess the progress of LRE institutionalization in each state.

ORGANIZATION: _____

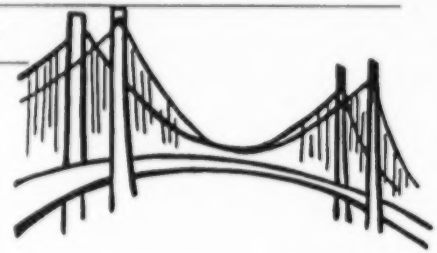
PROGRAM DIRECTOR: _____

MAILING ADDRESS: _____

ADDITIONAL ADDRESS LINE: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE #: (_____) _____ FAX#: (_____) _____



DESIGNATIONS:
0 - Not conducted, and there is no interest in conducting it
1 - Not conducted at all, but there is interest in conducting it
2 - Conducted occasionally or on a small scale
3 - Conducted regularly
4 - Conducted by another organization in our state
? - Don't know

Category/Type of Activity	Description/Activity Note: Please use whatever space is available to describe what form this activity takes in your state. Please note that these are examples of different activities, and that no state is expected to conduct all of these activities. This form is designed to help you evaluate your state's progress in the institutionalization of LRE, not to evaluate the quality of any individual organization or activity.	Designation: 0-4 (see above)
Systematic Teacher Training	Annual Institute/Conference	
	Preservice Programs	
	Inservice Programs	
	Advanced Teacher/Teacher Training Workshops/Institutes	
	Other (please describe):	
Public Relations/ Communications Vehicle	Database of Interested and/or Trained Teachers	
	Newsletter/Other Regular Communication With Teachers	
	LRE Awareness Conference/Promotional Program	
	Other (please describe):	

Please continue on reverse...

STATE LRE PROGRAM SELF-EVALUATION (PAGE 2)		
Category/Type of Activity	**Description/Activity**	**Designation**
Educational Resources	Clearinghouse/Resource Library of Available Teaching Materials	
	Publications/Lessons/Videos/Other Resources Developed In-House	
	Other (please describe):	
Student Activity	Mock Trial Competition	
	"We the People" Competition	
	Other National or State Competition/Event. Please specify:	
	District-level Competition/Event. Please specify:	
	History Day	
	Citizen Bee	
	Close-Up Program	
	Law Students as Teachers (Street Law, etc.)	
	Peer Mediation Program	
	Student LRE Conference	
	Other (please describe):	
Other Activities	Minigrants to School Districts to Enhance LRE Instruction	
	Mentoring (please describe):	
	"LRE Teacher of the Year" Award	
	Lawyer-Teacher Partnerships	
	Lawyer-Student Partnerships	
	Juvenile Justice/Diversion Program	
	Other (please describe):	

STATE LRE PROGRAM SELF-EVALUATION (PAGE 3)

Do you consider LRE to be "institutionalized" in your state? (Circle either "Yes" or "No")		YES	NO
If yes, please skip to next question. If no, what of the following are inhibiting factors? (Circle "Yes" or "No")	Funding	YES	NO
	Staff	YES	NO
	State Admin./Dept. of Educ. Support	YES	NO
	Other LRE-type Organizations	YES	NO
	Other (Please explain):		
How many school districts are there in your state? (number)			
How many school districts are served by your LRE program? (number or percentage)			
What is the strongest feature of your LRE program?			
What area/s of your program would you like to improve upon in the next three years?			

To what degree are the following involved in LRE in your state?	Main provider of personnel and/or services	Significant provider of assistance and/or personnel and/or funds	Minimal assistance and/or funding	Not involved
State bar association	☐	☐	☐	☐
State dept. of education	☐	☐	☐	☐
Law schools in your state	☐	☐	☐	☐

Funding Sources:	IOLTA Funds	State Bar	Federal Gov't	State Gov't	Corporations	Foundations	College/ University	Other (please explain):
Percentage of total funding from each source:	%	%	%	%	%	%	%	%
Has funding increased (+) or decreased (-) from each source since last year?								

LRE program director's time devoted to LRE:	☐ Full-time (no other duties)	☐ At least 50% time (also has non-LRE duties)	☐ Less than 50% time (majority/duties are non-LRE)	☐ Other (please explain):
Other staff for LRE:	# Full-time (LRE): _____	# Part-time (LRE): _____	Other (please describe): _____	

Comments:

Authorizations:

☐ I authorize the release of this information regarding my LRE program.

☐ Please do not identify my LRE program when summarizing this information.

Please send this completed evaluation to:

Mail by **February 10, 1994**

THANK YOU!

LRE Bridge Project
CRADLE
2714 Henning Drive
Winston-Salem NC 27106

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